

Gender differences in self-evaluated teaching effectiveness of physical education teachers in East Java Elementary Schools, Indonesia

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Abstract

Purpose: Elementary education serves as the foundation of the Indonesian education system, shaping students' knowledge, learning attitudes, and learning methods that influence their future academic development. As a compulsory subject mandated by the Ministry of Education, Physical Education (PE) plays a crucial role in the elementary school curriculum. As an important part of physical education, PE teachers are a key factor in determining the quality of students' learning outcomes, as their teaching effectiveness significantly influences students' learning outcomes and physical skill development. However, gender differences may influence teachers' roles, responsibilities, and teaching quality. Therefore, this study aims to examine gender differences in self-evaluated teaching effectiveness among physical education teachers using the Self-Evaluation of Teacher Effectiveness Questionnaire in Physical Education (SETEQ-PE) in 100 elementary schools in East Java, Indonesia. so as to help male and female physical education teachers better conduct self-quantitative evaluation and better improve teaching level and ability. The results showed that male teachers had higher mean scores of teaching effectiveness (100.42 ± 5.159) than female teachers (93.82 ± 4.715), indicating a significant difference ($p < 0.01$). Male teachers scored significantly higher in learning environment, student and teacher assessment, application of content physical education, teaching strategy, and lesson implementation ($p < 0.01$), while female teachers scored higher in the use of technology ($p < 0.05$). Overall, male teachers demonstrated higher self-evaluated teaching effectiveness, although female teachers showed strengths in use of technology.

Keywords: Gender Differences; Physical Education Teacher; Self-Evaluation; Teaching Effectiveness

1 Introduction

Education plays a vital role in the development of nations, societies, and individuals, as it serves as a fundamental pillar for achieving national prosperity and improving societal well-being. Through education, individuals' abilities can be enhanced to meet the demands of modern societal development [1]. In Indonesia, elementary education represents a crucial stage in the national education system, providing the foundation for students' knowledge, learning attitudes, and study habits that influence their future academic development. Therefore, improving the quality of elementary education is of paramount importance.

Physical education (PE) is a compulsory subject across all levels of schooling and plays an essential role in promoting students' physical, cognitive, and social development. The 2013 Berlin Declaration by UNESCO emphasized that physical education is an effective means to equip children and adolescents with the skills, values, and attitudes necessary for

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lifelong participation in society [2]. However, achieving high-quality physical education depends on several factors, including teachers, students, facilities, and curriculum design [3]. Among these, teachers play a central role in determining the success of the learning process.

In Indonesia, teachers are required to possess four core competencies—pedagogical, professional, social, and personal—as stated by the Ministry of National Education [4]. Nevertheless, national data from the Ministry of Education and Culture RI indicate that teacher competency levels remain inconsistent, particularly following the COVID-19 pandemic [5]. Previous studies have also shown that many physical education teachers still face challenges in have not yet performed their roles optimally in the learning proces, [6]. During the COVID-19 pandemic, more than 60% of PE teachers faced significant challenges in online teaching, particularly in terms of teaching effectiveness, creativity in lesson development, and the use and management of facilities [7]. To date, low teaching effectiveness remains a major issue in Indonesia's physical education. Previous studies suggest that teachers with high teaching effectiveness tend to demonstrate more positive and active attitudes in the learning process compared to those with lower efficacy [8]. Furthermore, teaching effectiveness enables teachers and educational managers to develop realistic and effective learning strategies, while also enhancing student motivation and improving learning outcomes [9]. Therefore, as a key component of PE learning, teachers' teaching effectiveness plays a crucial role in determining the overall quality of instruction.

One approach to assessing teaching effectiveness is through self-evaluation, which enables teachers to reflect on their own teaching practices and identify areas for improvement. Self-evaluation instruments, such as the Self-Evaluation of Teacher Effectiveness Questionnaire in Physical Education (SETEQ-PE), provide a systematic framework for measuring multiple dimensions of teaching effectiveness, including learning environment, student and teacher assessment, application of content physical education, teaching strategy, and lesson implementation, and use of technology. In addition, gender differences may influence teachers' roles, responsibilities, and teaching performance. Social expectations and professional demands often differ between male and female teachers, which may lead to variations in teaching approaches and levels of engagement. Previous research has reported differences in teaching effectiveness between male and female physical education teachers, particularly in teaching strategies and use of media and technology [10]. However, despite being one of the key regions in Indonesia's education system, East Java has received relatively limited attention regarding gender issues in physical education. Differences between male and female physical education (PE) teachers in teaching processes, particularly in terms of teaching effectiveness, may significantly influence student learning outcomes.

Therefore, this study aims to examine gender differences in self-evaluated teaching effectiveness among physical education teachers in elementary schools in East Java, Indonesia. The findings are expected to provide valuable insights into teachers' strengths and weaknesses, support reflective teaching practices, and contribute to improving the quality of physical education.

2 Material and Methods

This study employed a descriptive survey design to examine the teaching effectiveness of physical education teachers and gender-based differences. Purposive sampling was applied, and questionnaires were distributed to 100 public elementary schools in East Java, Indonesia, with one teacher representing each school. The participants consisted of 100 physical education teachers, including 50 males and 50 females. The instrument used was the Self-Evaluation of Teacher Effectiveness Questionnaire in Physical Education (SETEQ-PE) developed by Kyrgiridis et al. [11]. This instrument measures teaching effectiveness across six components: learning environment, teacher and student assessment, application of physical education content, use of technology, teaching strategies, and lesson implementation. Responses were rated on a five-point Likert scale (1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree and 5 = strongly agree). Data were analyzed descriptively and categorized into five levels: very high, high, moderate, low, and very low. Data were analyzed using SPSS version 25.0. An independent samples t-test was conducted to examine differences in teaching effectiveness between male and female teachers. A significance level of $p < 0.05$ was considered statistically significant, while $p < 0.01$ indicated a highly significant difference. Furthermore, teaching effectiveness was categorized into five levels—very high, high, moderate, low, and very low—based on Saifuddin Azwar's classification standards [12].

Table 1 Scoring Criteria and Classification Levels

Score Range	Classification Level
$\mu + 1.5\sigma < X$	Very High
$\mu + 0.5\sigma < X \leq \mu + 1.5\sigma$	High
$\mu - 0.5\sigma < X \leq \mu + 0.5\sigma$	Moderate
$\mu - 1.5\sigma < X \leq \mu - 0.5\sigma$	Low
$X \leq \mu - 1.5\sigma$	Very Low

The classification levels were calculated as follows:

- Maximum theoretical score (X_{max}): the highest possible score obtained by respondents on the scale.
- Minimum theoretical score (X_{min}): the lowest possible score obtained by respondents on the scale.
- Ideal standard deviation (σ): the dispersion value obtained by dividing the score range into six units, calculated as $\sigma = 1/6 (X_{max} - X_{min})$.
- Ideal mean (μ): the theoretical average score, calculated as $\mu = 1/2 (X_{max} + X_{min})$.

3 Results and discussion

3.1 Gender Differences in Self-Evaluated Teaching Effectiveness

Teachers play a crucial role in the success of educational processes, as they directly influence students' learning achievement. High teaching effectiveness is considered a fundamental component of educational quality and an important indicator of teacher performance. Among the various factors influencing teaching effectiveness, gender has received considerable attention, particularly due to changes in the gender composition of teachers in schools.

Therefore, this study aimed to compare the self-evaluated teaching effectiveness of male and female physical education (PE) teachers in public elementary schools in East Java, Indonesia. The findings are expected to support teachers in conducting reflective self-evaluations and contribute to improving teaching quality and professional competence.

Table 2 Independent Samples t-test Results of Teaching Effectiveness between Male and Female PE Teachers

Variable	Male PE Teachers (n=50)	Female PE Teachers (n=50)	t-value	p-value
Teaching effectiveness (total)	100.42±5.159	93.82±4.715	6.677	0.000
learning environment	22.48±1.374	20.56±1.500	6.673	0.000
student and teacher assessment	19.36±1.871	17.86±1.830	4.053	0.000
application of content physical education	16.62±1.176	14.38±1.806	7.350	0.000
teaching strategy	11.00±2.458	12.02±2.065	-2.247	0.027
and lesson implementation	12.96±1.124	12.28±0.882	3.366	0.001
use of technology	18.00±1.212	16.70±1.446	4.871	0.000

Note: $p < 0.05$ indicates a significant difference; $p < 0.01$ indicates a highly significant difference.

The results of the independent samples t-test showed that the overall self-evaluated teaching effectiveness score of male physical education (PE) teachers (100.42 ± 5.159) was significantly higher than that of female teachers (93.82 ± 4.715), with a statistically significant difference ($p < 0.01$). These findings are consistent with previous studies [13,14], which reported that male physical education teachers tend to exhibit higher teaching effectiveness than female teachers.

Table 3 Overall Classification Levels of Teaching Effectiveness among Male and Female PE Teachers

Group	Classification Level	Interval	Frequency (n=100)	Percentage
Male PE teachers	Very High	101-125	26	52%
	High	84-100	22	44%
	Moderate	68-83	2	4%
	Low	51-67	0	0%
	Very low	25-50	0	0%
Female PE teachers	Very High	101-125	6	12%
	High	84-100	32	64%
	Moderate	68-83	12	24%
	Low	51-67	0	0%
	Very low	25-50	0	0%

Based on the classification levels, 26 male teachers were categorized as very high, 22 as high, and 2 as moderate. In contrast, among female teachers, 6 were categorized as very high, 32 as high, and 12 as moderate. These results further confirm that male teachers tended to achieve higher overall levels of teaching effectiveness.

Across the six dimensions of teaching effectiveness, male teachers showed significantly higher performance in five dimensions, namely learning environment, teacher and student assessment, application of physical education content, teaching strategies, and lesson implementation ($p < 0.01$). whereas, female teachers achieved higher scores in the use of technology compared to male teachers ($p < 0.05$). Male teachers were found to be more flexible in creating engaging learning environments, more diverse in applying assessment methods, and more capable of integrating physical education content with health-related topics and other academic subjects. In addition, they were more likely to implement student-centered teaching strategies and demonstrated better preparedness in lesson planning and implementation. Whereas Female teachers were more active in utilizing internet-based media and instructional technologies, contributing to more engaging and effective learning processes.

Further analysis of the six components of teaching effectiveness produced the following results:

3.1.1 Learning Environment

Table 4 Classification Levels of Teaching Strategy Dimension of Male and Female Physical Education Teachers

Group	Classification Level	Interval	Frequency (n=100)	Percentage
Male PE teachers	Very High	21-25	44	88%
	High	18-20	6	12%
	Moderate	14-17	0	0%
	Low	11-13	0	0%
	Very low	5-10	0	0%
Female PE teachers	Very High	21-25	31	62%
	High	18-20	19	38%
	Moderate	14-17	0	0%
	Low	11-13	0	0%
	Very low	5-10	0	0%

In the learning environment dimension, male and female teachers obtained mean scores of 22.48 ± 1.374 and 20.56 ± 1.500 , respectively, indicating a statistically significant difference ($p < 0.01$). This finding suggests that male teachers demonstrated a higher ability to create supportive and engaging learning environments compared to female teachers. Based on the classification results, 44 male teachers were categorized as very high and 6 as high. In contrast, among female teachers, 31 female teachers were classified as very high and 19 as high. Although both groups showed strong competence in establishing positive learning environments, male teachers achieved higher overall classification levels.

This difference may be attributed to the importance of creating engaging learning environments as a fundamental component of teaching effectiveness, as highlighted in previous studies [15,16]. A well-designed learning environment can enhance students' motivation and facilitate the integration of physical, psychological, and social aspects of physical education. Furthermore, prior research suggests that male teachers tend to be more flexible, creative, and adaptive to dynamic classroom situations, whereas female teachers are more likely to adhere strictly to structured lesson plans, which may limit flexibility in certain contexts. This is supported by previous findings indicating that male teachers are more likely to create stimulating and conducive learning environments [17].

3.1.2 Teacher and Student Assessment

Table 5 Classification Levels of Teacher and Student Assessment Dimension of Male and Female Physical Education Teachers

Group	Classification Level	Interval	Frequency (n=100)	Percentage
Male PE teachers	Very High	21-25	15	30%
	High	18-20	35	70%
	Moderate	14-17	0	0%
	Low	11-13	0	0%
	Very low	5-10	0	0%
Female PE teachers	Very High	21-25	8	16%
	High	18-20	27	54%
	Moderate	14-17	15	30%
	Low	11-13	0	0%
	Very low	5-10	0	0%

In the teacher and student assessment dimension, male teachers obtained a mean score of 19.36 ± 1.871 , while female teachers scored 17.86 ± 1.830 , indicating a statistically significant difference ($p < 0.01$). This result suggests that male teachers demonstrated higher competence in implementing assessment practices compared to female teachers. Based on the classification results, 15 male teachers were categorized as very high and 35 male teachers as high. In contrast, among female teachers, 9 female teachers were categorized as very high, 26 female teachers as high, and 15 female teachers as moderate. Although both groups demonstrated the ability to apply assessment strategies, male teachers showed higher overall performance in this dimension.

Effective assessment in physical education involves multiple components, including teacher self-evaluation, student assessment, and peer evaluation. The findings indicate that male teachers were more likely to utilize diverse assessment approaches, including peer feedback, whereas female teachers tended to rely more on student-based evaluation. Relying solely on student feedback may introduce subjectivity, as students' evaluations are often influenced by personal perceptions. These findings are consistent with previous studies emphasizing the importance of using multiple assessment strategies to identify instructional weaknesses and enhance teaching effectiveness [18].

3.1.3 Application of Physical Education Content

Table 6 Classification Levels of application of physical education content Dimension of Male and Female Physical Education Teachers

Group	Classification Level	Interval	Frequency (n=100)	Percentage
Male PE teachers	Very High	17-20	27	54%
	High	15-16	23	46%
	Moderate	12-14	0	0%
	Low	10-11	0	0%
	Very low	5-9	0	0%
Female PE teachers	Very High	17-20	10	20%
	High	15-16	14	28%
	Moderate	12-14	24	48%
	Low	10-11	2	4%
	Very low	5-9	0	0%

In the application of physical education content dimension, male teachers obtained a mean score of 16.62 ± 1.176 , while female teachers scored 14.38 ± 1.806 , indicating a statistically significant difference ($p < 0.01$). This result suggests that male teachers demonstrated higher effectiveness in applying physical education content during instruction compared to female teachers. Based on the classification results, 27 male teachers were categorized as very high and 23 male teachers as high. In contrast, among female teachers, 10 female teachers were categorized as very high, 14 female teachers as high, 24 female teachers as moderate, and female teachers 2 as low. These findings indicate that male teachers achieved higher overall performance levels in this dimension. This difference may be associated with variations in instructional approaches. Male teachers tend to integrate physical education content with broader health-related topics, such as nutrition and obesity, as well as connect physical education with other academic subjects. Such cross-curricular integration has been shown to enhance teaching effectiveness and increase student engagement in learning activities [19,20].

3.1.4 Use of Technology

Table 7 Classification Levels of Use of Technology Dimension of Male and Female Physical Education Teachers

Group	Classification Level	Interval	Frequency (n=100)	Percentage
Male PE teachers	Very High	17-20	0	0%
	High	15-16	4	8%
	Moderate	12-14	20	40%
	Low	10-11	13	26%
	Very low	5-9	13	26%
Female PE teachers	Very High	17-20	0	0%
	High	15-16	7	14%
	Moderate	12-14	22	44%
	Low	10-11	15	30%
	Very low	5-9	6	12%

Different from this dimensions, female teachers demonstrated higher performance in the use of technology. Male teachers obtained a mean score of 11.00 ± 2.458 , while female teachers scored 12.02 ± 2.065 , indicating a statistically

significant difference ($p < 0.05$). Based on the classification results, no male or female teachers were categorized as very high in the learning environment dimension. Among male teachers, 4 were categorized as high, 20 as moderate, 13 as low, and 13 as very low. In contrast, among female teachers, 7 were categorized as high, 22 as moderate, 15 as low, and 6 as very low. These findings indicate that female teachers demonstrated slightly better performance distribution in this dimension, as a higher proportion were classified in the high category compared to male teachers. This finding is consistent with previous studies indicating that, although the integration of technology in physical education remains relatively limited, female teachers tend to demonstrate greater competence in utilizing internet-based media and instructional technologies [21]. The effective use of technology has been shown to enhance student motivation and improve the overall effectiveness of physical education learning.

3.1.5 Teaching Strategies

Table 8 Classification Levels of Teaching Strategy Dimension of Male and Female Physical Education Teachers

Group	Classification Level	Interval	Frequency (n=100)	Percentage
Male PE teachers	Very High	17-20	43	86%
	High	15-16	7	14%
	Moderate	12-14	0	0%
	Low	10-11	0	0%
	Very low	5-9	0	0%
Female PE teachers	Very High	17-20	30	60%
	High	15-16	20	40%
	Moderate	12-14	0	0%
	Low	10-11	0	0%
	Very low	5-9	0	0%

In the teaching strategies dimension, male teachers obtained a mean score of 12.96 ± 1.124 , while female teachers scored 12.28 ± 0.882 , indicating a statistically significant difference ($p < 0.01$). This finding suggests that male teachers demonstrated higher effectiveness in the use of teaching strategies compared to female teachers. Based on the classification results, among male PE teachers, 43 were categorized as very high and 7 as high, with no teachers in the moderate, low, or very low categories. In contrast, among female PE teachers, 30 were categorized as very high and 20 as high, with no teachers falling into the moderate, low, or very low categories. Male teachers were more likely to employ student-centered learning strategies, whereas female teachers tended to apply more teacher-centered approaches. Student-centered strategies have been widely recognized for promoting students' critical thinking, creativity, and active engagement, thereby enhancing learning outcomes in physical education [22].

3.1.6 Lesson Implementation

Table 9 Classification Levels of Lesson Implementation Dimension of Male and Female Physical Education Teachers

Group	Classification Level	Interval	Frequency (n=100)	Percentage
Male PE teachers	Very High	13-15	34	68%
	High	12	16	32%
	Moderate	10-11	0	0%
	Low	8-9	0	0%
	Very low	5-7	0	0%
	Very High	13-15	27	54%

Female PE teachers	High	12	23	46%
	Moderate	10-11	0	0%
	Low	8-9	0	0%
	Very low	5-7	0	0%

In the lesson implementation dimension, male teachers obtained a mean score of 18.00 ± 1.212 , while female teachers scored 16.70 ± 1.446 , indicating a statistically significant difference ($p < 0.01$). This finding suggests that male teachers demonstrated higher competence in implementing lessons effectively compared to female teachers. Based on the classification results, among male PE teachers, 34 were categorized as very high and 16 as high, with no teachers in the moderate, low, or very low categories. In contrast, among female PE teachers, 27 were categorized as very high and 23 as high, with no teachers falling into the moderate, low, or very low categories. These findings indicate that both male and female teachers demonstrated high to very high performance in lesson implementation, with male teachers showing a higher proportion in the very high category. This difference may be associated with variations in lesson preparation and instructional execution. Male teachers may be better prepared in designing structured lesson plans and integrating instructional content with practical learning activities. Previous studies have shown that factors such as teaching experience, professionalism, and resource availability play important roles in determining the effectiveness of lesson implementation [23]. These findings highlight the importance of improving lesson planning and instructional practices to enhance student learning outcomes in physical education.

4 Conclusion

This study revealed that male physical education (PE) teachers demonstrated higher overall self-evaluated teaching effectiveness than female teachers in elementary schools in East Java, Indonesia. Male teachers outperformed female teachers in 5 dimensions, including learning environment, student and teacher assessment, application of content physical education, teaching strategies, and lesson implementation, while female teachers showed better performance in the use of technology. These findings indicate that gender differences play a role in shaping teaching effectiveness in physical education. Therefore, targeted professional development is needed to enhance technology integration among male teachers and to strengthen the overall teaching effectiveness of female physical education teachers, professional development should focus on enhancing their ability to create engaging learning environments, apply diverse assessment methods, integrate physical education content with related topics, implement effective teaching strategies, and improve lesson planning and execution. Such targeted initiatives can help male and female teachers perform more effectively across all key dimensions of their instructional practice. Overall, this study provides valuable insights for improving the quality of physical education teaching and supports the development of more effective and balanced teacher competencies in the future.

Compliance with ethical standards

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Disclosure of conflict of interest

The authors declare that they have no conflict of interest.

Statement of ethical approval

This study was conducted in accordance with ethical standards and approved by the relevant institutional review board.

Statement of informed consent

Informed consent was obtained from all individual participants included in the study.

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